



Ashfield Infant and Nursery School

Accessibility Plan 2026-2027

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Review sheet		
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Statement of intent

This plan outlines how Ashfield Infant and Nursery School aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.

1. The Accessibility Audit

The governing board will undertake an Accessibility Audit on a two-year cycle. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities

- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

2. Planning duty 1: Curriculum

To increase the extent to which disabled pupils can participate in our school's curriculum.

Our aim at AINS is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils with a disability.

	Target/Issue	Strategy/Action	Who will lead	Timescale	Success Criteria
Short term	Ensuring effective communication and engagement with parents.	Introductory meetings in the autumn term with class teachers and SENDCo, followed by termly meetings with parents of children with IEPs and EHCPs.	SENDCo SLT	Autumn term	Increased engagement of parents. Strong relationships between home and school will be established.
	Ensuring that staff members know whether the curriculum is accessible.	Audit of the curriculum.	Headteacher Class Teachers SENDCo	Autumn term Ongoing throughout the academic year	Management and teaching staff will be aware of the accessibility gaps in the curriculum. Gaps will be addressed and actioned.
	Effective communication with nurseries and pre-schools to ensure a quality transition is had.	Identification of pupils who may need provision that is additional to and different from what is readily available. SENDCo to attend local SEND cluster meetings and build relations with other local SENDCos.	EYFS leader SENDCo	Summer term	Transition for children from other settings is smooth. Adequate and appropriate resources (both human and physical) are in place.
Medium term	Ensuring that school trips and outings consider pupils with SEND.	Needs of pupils with SEND are incorporated into the planning process.	Class Teachers SENDCo	Ongoing throughout the academic year	Planning of school trips considers pupils with SEND and alternate arrangements are made where possible.
	Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	Audit staff strengths and gaps in knowledge. Internal and external training will be organised. Staff meetings to include inclusive practice and SEND procedures expected. Teachers' PM targets address adaptive teaching.	SENDCo SLT	Ongoing throughout the academic year.	Staff confidence will increase. Children's participation in the curriculum is broader and more effective.
Long term	Ensuring an adaptive curriculum so that pupils with SEND can access lessons and subject content where appropriate.	Ensure adaptive teaching strategies are used in all classes across school. Reasonable adjustments are made for pupils with SEND.	Headteacher SENDCo	September 2026, as outlined in SDP.	AINS offers an adaptive curriculum in which all pupils, including those with SEND, can thrive.

	SEND list and medical register to be updated. All information on children with additional needs should be collected and kept up to date.	Ensure SEND register reflects current pupils being supported. Annotated SEND register with relevant changes/additions. Ensure medical records and IHCPs are up to date. Meetings will be held with parents to update/amend documents.	SENDCo Office Manager Medical file lead	Initially by end of Autumn term Annually, update as required.	SEND and medical record of needs will be up to date. All staff members will be aware of which children have additional needs across school.
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3. Planning duty 2: Physical environment

To improve the physical environment of the school in increase the extent to which disabled pupils can take advantage of education and associated services.					
	Target/Issue	Strategy/Action	Who will lead	Timescale	Success Criteria
Short term	Evaluation of school trips and residential to ensure that disabled children can participate.	Ensure that all children are included in risk assessments for trips and that appropriate support is put in place so that children are able to access the trip to its full extent. Pre-visits will be required for residential where pupils with SEND are attending.	SENDCo EVC	Ongoing throughout the academic year in light of the current cohort	All SEND pupils are able to access school trips during their time at AINS.
	Ensuring that all pupils feel safe and included during playtimes.	Playground training will take place for selected Year 2 pupils, who will be trained to encourage all children to join in with games. Use of 'friendships stop.' All staff members, including midday supervisors, will report to the class teacher if any children are struggling to join in and be involved.	SENDCo PE subject leader	Autumn term	All pupils will feel safe in school. Children will enjoy playtime and feel that there are enjoyable things for them to do. This will be evidenced in end of year pupil surveys.
Medium term	Ensuring effective use of additional breakout spaces in school (rainbow room, sunshine room and the bungalow).	Ensure provision within breakout spaces meets the needs of the children who access them.	SENDCo Support TAs	Review regularly	Children will know where they can go when regulation is needed. Breakout rooms will be safe spaces. Children will have access to quieter spaces with additional space.
Long term	Ensuring that the physical environment is accessible for all.	Complete an audit of our physical environment and make amendments where necessary.	Headteacher	End of summer term	School will be aware of accessibility barriers to our physical environment

		Parents of disabled children will have access to the school car park when arranged and agreed with the school.			and will plan to address them in a timely manner.
	Ensuring that disabled toilets are accessible for all.	Handrails should be installed. Where separate disabled toilets for children are not possible, a separate area for changing disabled children should be set up. Pupils may need to use the staff disabled toilet.	Headteacher Governors	Ongoing	Access to toilets is increased for all disabled pupils and staff members.
	To maintain safe access around the interior and exterior of the school.	Ensure that all areas of school are safe and cleared to ensure that children are safe and that walkways are accessible. Communication with parents/carers through Tapestry, letters, text messages. Fire exits to always be clear.	SLT Premises governor committee	Daily walkarounds / Staff observation and vigilance. Governor H&S walks. Termly meetings to include H&S updates.	There will be safe access throughout our school. No accidents or near misses will be reported.

4. Planning duty 3: Information

To improve the way in which information is shared to support all disabled pupils.					
	Target/Issue	Strategy/Action	Who will lead	Timescale	Success Criteria
Short term	Review of documentation available on the school website to check accessibility for parents.	Conduct an audit of the website. Ensure documents are accessible to everyone using commonly known vocabulary. Office manager will be made aware of parents who may need support in accessing materials and will assist with this.	Headteacher SLT	Ongoing throughout academic year.	The school website will be fully accessible. Everyone using the website will be made aware of school events etc. School is aware of accessibility gaps to its information delivery procedures.
Medium term	Ensure written materials are available in alternate formats.	Support office staff in using google translate/other alternates to translate newsletters etc. and ensure that parents know this is available.	Headteacher Office manager	As requested, /needed	Parents are able to access all information.

		<p>Ensure parents with visual impairments can access policies etc when needed.</p> <p>Invite parents into school who may need support in completing paperwork.</p>			
Long term	<p>Improve use of pictorial communication systems.</p>	<p>Work with speech and language team to develop pictorial communication systems.</p>	<p>SENDCo</p>	<p>Throughout year to meet needs of current cohort of children</p>	<p>All school staff will be aware of the disabilities of children in their class. Adaptive teaching strategies will be embedded across school. Dual coding is evident in all classrooms.</p>

5. Monitoring and review

This plan will be reviewed on an annual basis by the governing board, SENDCo and headteacher.

The next scheduled review date for this plan is April 2026.

Any changes to this plan will be communicated to all staff members and relevant stakeholders.